

# English Composition 102: Writing as Research

(50:350:102)

Spring 2016

Monday / Wednesday / Friday

Instructor: Heather Struck

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Office Hours: Monday 12:30-2:00, Wednesday 12:30-2:00

## The Course

### Course Description

This course is the second of a two-semester sequence that introduces you to research-backed writing and continues instruction in rhetorical argument. In the course of the semester, you will work with personal narrative and within the communication methods of discourse communities to develop interesting research questions. You will apply methods of inquiry to attempt to answer the questions that you pose, and in doing so you will work through processes of gathering data, analyzing its relevance, and presenting an argument. You construct this argument through writing and you will gather a digital portfolio that will track your progress in research, argument and revision as you complete the writing requirement for your college career.

### Learning Objectives

- A demonstrated ability to reflect on personal growth as a writer and an ability to see and act on opportunities for revision.
- Build skills in approaching a topic with research and forming a usable argument.
- Synthesize ideas, queries, research, and opposing positions in writing.
- Organize and revise writing to become a valuable contribution to public debate.

### Required Materials

Notebook with college-ruled paper

Pen with blue or black ink (no pencil)

Stapler

Access to Sakai

## Evaluation

Grades in this course will be calculated based on the following:

- 10 percent - Participation, Attendance, and Forum Posts
- 15 percent - Literacy Narrative
- 15 percent - Discourse Community Profile
- 10 percent - Annotated Bibliography
- 20 percent - Research-Based Project
- 10 percent - Presentation
- 20 percent - Final Portfolio

### Participation and Forum Posts

Participation in class is greatly helped by preparation outside of class. This includes reading the assigned material before the class meets and underlining, taking notes, writing in margins, etc. to generate close reading strategies. Lateness and absences will affect your grade, as these inhibit your participation in the class discussion about the ideas we find in the readings. Weekly participation in the class forum on Sakai is also important. I am looking for thoughtful posts that relates to ideas and concepts we have covered in class that week. **You are required to contribute 12 forum posts in the course of the semester.**

### Attendance

You are responsible for making up in-class assignments that you miss if you are absent. More than 8 absences during the semester is cause for a 0 in the course.

### Writing Assignments

This class culminates in a “capstone” assignment that includes a digital portfolio of revised versions of the assignments you will do throughout the semester. In addition to the revised assignments, you will write a reflective statement on the work you have done. There will be three major course assignments – a literacy narrative, a profile of a discourse community, and a research report – that will go into your portfolio along with the reflective statement and the drafts, notes, and documents you have compiled along the way.

### Citation Style

Citations should follow Chicago, MLA or APA style format (chapters 24 and 25 in *Everyone's An Author* have basic guidelines for MLA and APA). Text in traditional print papers should be 12-point font, Times New Roman, with 1” margins.

## **The Writing and Design Lab**

The Rutgers-Camden Writing and Design Lab (WDL) and the Learning Center both offer individual help with writing and digital literacy. You can find help with your writing process and with developing and researching ideas that you will turn into strong academic essays. There is also specialized help for multi-language learners. You are encouraged to [make an appointment](#) with a tutor for help with your writing and/or to learn how to showcase your work in multi-media platforms.

## **Smartphone/Tablet/Laptop Policy**

All are permitted in class for note-taking and writing purposes. Do not use laptops to access the Internet unless it is permitted by me. Phones should be on Airplane mode. I reserve the right to ask that devices be put away at any time.

## **Disabilities Policy**

The faculty and students at Rutgers-Camden respect the laws defined in the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. [The Office of Disability Services](#) works to ensure that students with disabilities are not discriminated against in any program or class. If you need accommodations for a disability, please contact the Office of Disability Services at (856) 225-6442, or email [Timothy Pure \(tpure@camden.rutgers.edu\)](mailto:tpure@camden.rutgers.edu).

## **Academic Honesty**

This course adheres to the [policy of academic integrity](#) at Rutgers. Turning in work that is not one's own is a serious offense, and it will be handled by the Office of the Dean.

## **Late Work**

All work must be turned in by the posted due date. If you realize your work is going to be late or you cannot be in class to turn it in on time, let me know in advance and we will discuss alternatives. Unexpected late papers may be given a grade of 0.

## Materials

### Required Texts (available in the bookstore)

- Lunsford, Ede, Moss, Papper, Walters, *Everyone's an Author*, W.W. Norton, 2013
- Booth, Wayne C., Colomb, Gregory G., and Williams, Joseph M., *The Craft of Research*, Third Edition, University of Chicago Press, 2008.
- Graff, Gerald and Birkenstein, Cathy, *They Say, I Say*, Second Edition, W.W. Norton, 2009.

### Additional Readings (to be provided)

- Allen, Kenzie, *A Care Package*, Matter, October 30, 2014.
- Bustillos, Maria, [It's Adventure Time](#), The Awl, April 15, 2014.
- Coates, Ta-Nehisi, [King David](#), The Atlantic, February 19, 2015.
- Hurston, Zora Neale, *Hoodoo, Mules and Men* (1935), Library of America, 1995.
- Whitehead, Colson, [A Psychotronic Childhood](#), *The New Yorker*, June 4, 2012.

## Syllabus

Week 1 - 1/20/2016	Welcome! Course overview and goals for this class
Week 1 - 1/22/2016	Introduction (1-14) and Chapter 9 (121-128), <i>They Say, I Say</i> ; <input checked="" type="checkbox"/> <b>Forum Post</b>
Week 2 - 1/25/2016	Chapter 13 (167-172), <i>They Say, I Say</i> ; "Writing a Narrative" (101-116), <i>Everyone's An Author</i>
Week 2 - 1/27/2016	"It's Adventure Time," Bustillos; "What is a Literacy Narrative?" Ohio State University
Week 2 - 1/29/2016	"King David," Coates; <input checked="" type="checkbox"/> <b>Forum Post</b>
Week 3 - 2/1/2016	"A Psychotronic Childhood," Whitehead
Week 3 - 2/3/2016	"Literacy: A Lineage," (132-136), <i>EAA</i>
Week 3 - 2/5/2016	A Narrative Roadmap (122-126), <i>EAA</i> ; <input checked="" type="checkbox"/> <b>Forum Post</b>
Week 4 - 2/8/2016	<input checked="" type="checkbox"/> <b>Literacy Narrative</b> (Submit on Sakai by 9 a.m.)
Week 4 - 2/10/2016	"Thinking in Print," (1-15), <i>The Craft of Research</i> ; "Research," (325-329), <i>EAA</i>
Week 4 - 2/12/2016	"Finding Sources, Considering Research Methods," (337-354) <i>EAA</i> ; <input checked="" type="checkbox"/> <b>Forum Post</b>
Week 5 - 2/15/2016	"Hoodoo," Hurston
Week 5 - 2/17/2016	"Hoodoo," Hurston
Week 5 - 2/19/2016	"Managing Information Overload," (362-365) <i>EAA</i> ; <input checked="" type="checkbox"/> <b>Forum Post</b>
Week 6 - 2/22/2016	"A Care Package," Allen
Week 6 - 2/24/2016	"Comedian," Seinfeld

Week 6 - 2/26/2016	<input checked="" type="checkbox"/> <b>Discourse Community Ethnography</b> with notes and documents; <input checked="" type="checkbox"/> <b>Forum Post</b>
Week 7 - 2/29/2016	Chapter 1 (19-29), <i>They Say, I Say</i> , "Starting Your Research," (329-335) <i>EAA</i>
Week 7 - 3/2/2016	"From Topics to Questions," (35-53) <i>CR</i> , "From Questions to Problems," (56-72) <i>CR</i>
Week 7 - 3/4/2016	"Writing a Project Proposal," (372-373) <i>EAA</i> , "Meeting the Demands of Academic Writing," (538-550) <i>EAA</i> ; <input checked="" type="checkbox"/> <b>Forum Post</b>
Week 8 - 3/7/2016	"Annotating a Bibliography," (377-378) <i>EAA</i> ; "From Problems to Sources," (75-88) <i>CR</i>
Week 8 - 3/9/2016	"Making Good Arguments," (114-122) <i>CR</i> ; "Claims," (127-135) <i>CR</i>
Week 8 - 3/11/2016	"Reasons and Evidence," (138-149) <i>CR</i> ; "Acknowledgments and Responses," (151-161) <i>CR</i> ; <input checked="" type="checkbox"/> <b>Forum Post</b>
3/12-3/20	SPRING BREAK
Week 9 - 3/21/2016	Chapter 2 (30-41) <i>They Say, I Say</i> , <input checked="" type="checkbox"/> <b>Annotated Bibliography</b> (submit on Sakai by 9 a.m.)
Week 9 - 3/23/2016	"Warrants," (165-179) <i>CR</i>
Week 9 - 3/25/2016	"Planning and Drafting," (183-205) <i>CR</i> ; <input checked="" type="checkbox"/> <b>Forum Post</b>
Week 10 - 3/28/2016	"Introductions and Conclusions," (222-238) <i>CR</i>
Week 10 - 3/30/2016	"Designing what you Write," (570-584) <i>EAA</i> ; "Communicating your Evidence Visually," (241-261) <i>CR</i>
Week 10 - 4/1/2016	Chapter 3 (42-51) <i>They Say, I Say</i> ; "Quoting, Paraphrasing, Summarizing," (388-399) <i>EAA</i> ; "Tweets to Reports," (526-536) <i>EAA</i> ; <input checked="" type="checkbox"/> <b>Forum Post</b>
Week 11 - 4/4/2016	Chapter 4-5 (55-77) <i>They Say, I Say</i>
Week 11 - 4/6/2016	Chapter 6 (78-91) <i>They Say, I Say</i> ; "Revising your Organization and Argument," (208-219) <i>CR</i> ; "The Ethics of Research," (285-289) <i>CR</i>
Week 11 - 4/8/2016	Chapter 7 (92-101) <i>They Say, I Say</i> ; "Assembling a Portfolio," (645-651) <i>EAA</i> ; <input checked="" type="checkbox"/> <b>Forum Post</b>
Week 12 - 4/11/2016	Chapter 8 (105-120) <i>They Say, I Say</i> ; "Revising Style: Telling your Story Clearly," (263-281) <i>CR</i>
Week 12 - 4/13/2016	Peer Review: Bring printed copy of your paper to class
Week 12 - 4/15/2016	Peer Review: Bring printed copy of your reflective statement to class; <input checked="" type="checkbox"/> <b>Forum Post</b>
Week 13 - 4/18/2016	"MLA Style" (407-446) <i>EAA</i> ; "APA Style" (463-493) <i>EAA</i> ; Individual conferences
Week 13 - 4/20/2016	"What's your Style?" (511-523) <i>EAA</i> ; Individual conferences

Week 13 - 4/22/2016	“How to Write Good Sentences,” (551-566) <i>EAA</i> ; Individual conferences; <input checked="" type="checkbox"/> <b>Forum Post</b>
Week 14 - 4/25/2016	“Checking for Common Mistakes,” (591-632) <i>EAA</i> ; Student presentations
Week 14 - 4/27/2016	Student presentations
Week 14 - 4/29/2016	Student presentations; <input checked="" type="checkbox"/> <b>Forum Post</b>
Week 15 - 5/2/2016	<input checked="" type="checkbox"/> <b>Portfolio due</b>

: Assignment due